

## The Integration of AI Technology in Students' Academic Writing Process

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### Abstract

This study examines the use of artificial intelligence (AI) tools, particularly ChatGPT, in writing scientific papers by Indonesian students. It focuses on students' perceptions of ethical aspects, plagiarism risks, technological limitations, and the impact on interactions between writers and tutors. Employing a quantitative-descriptive approach, data were collected through surveys involving 112 respondents from various universities in Indonesia. The questionnaire explored students' tendencies to use AI, ethical awareness, plagiarism risks, technological constraints, and effects on tutor interactions. The findings reveal that 62% of respondents chose not to use ChatGPT for academic writing, while 38% used it. Regarding ethics, 84% of participants rated four or higher, showing agreement or strong agreement with ethical considerations when using ChatGPT. Concerning plagiarism, 74% gave scores of four or more, indicating awareness that using AI for writing scientific work carries plagiarism risks. For technological limitations, 49% gave neutral responses, suggesting uncertainty about ChatGPT's ability to present domain-specific content accurately. Additionally, 46.01% strongly agreed that ChatGPT influences their interaction with tutors in academic writing. The results highlight that although ChatGPT can enhance efficiency in writing, ethical guidelines are essential. Plagiarism risks and the misuse of unreferenced information remain major concerns. Furthermore, ChatGPT's limited contextual understanding and its effect on academic mentoring require attention. Overall, this research emphasizes the need for clear policies and responsible use to ensure that AI tools like ChatGPT support academic integrity rather than compromise it.

**Keywords:** *ai, chatgpt, ethics of ai use, plagiarism, scientific work*

### INTRODUCTION

The rapid advancement of technology has brought about significant changes in all aspects of life, including academia and research. Artificial Intelligence (AI) has emerged as one of the most prominent and influential technological innovations[1]. AI technology can assist researchers and academics in various stages of research, such as data collection, data analysis, and the writing of scholarly articles, making these processes more efficient and accurate[2]. Commonly used AI tools in academic writing include Grammarly, ChatGPT, Turnitin, Perplexity, and Scispace. Undeniably, AI offers many benefits, but its use in scholarly work has also generated considerable controversy. Issues such as originality, ethics, and credibility have become central points of debate[3]. Some argue that these AI tools are often misused, thereby posing a threat to academic integrity[4]. On the other hand, Marlin contend that while AI can provide useful responses and assistance, meaningful ethical learning experiences still require human engagement, discussion, and critical reflection[5].

Thus, a proper balance between technological utilization and traditional pedagogical approaches is essential to ensure the wise and responsible use of AI. Several recent studies have

addressed issues relevant to this topic. First, a study entitled “*The Benefits of ChatGPT Artificial Intelligence for Assisting Academic Writing*” by Zen Munawar found that ChatGPT has the potential to facilitate writing and reviewing processes[4]. However, reviewers and editors must remain vigilant about potential challenges. Although AI is employed as a supportive tool, careful evaluation of the scientific accuracy, validity, and originality of each manuscript remains necessary.

Second, a study by Harahap (2023) entitled “*The Use of Artificial Intelligence (AI) Technology for Lecturers in Addressing Higher Education Challenges in the Disruption Era*” revealed that in order to cope with rapid changes in higher education, lecturers require effective tools and strategies to meet student needs and to produce graduates who are competent in an ever-evolving world[6]. AI technology emerges as a solution that can help lecturers enhance student competencies. Third, research conducted by Dewanto (2023) entitled “*Risks and Mitigation of Artificial Intelligence Use in Education*” showed that the use of AI in education poses several risks, including cybercrime, errors and inaccuracies in AI output, as well as moral and psychological impacts[3]. Evaluating AI-assisted outputs can help prevent plagiarism and strengthen students’ confidence in their own abilities to complete tasks. These benefits highlight the importance of considering both opportunities and risks in applying AI in education.

Building upon these discussions, the present study focuses on “*The Controversy of AI Use in Academic Writing Among Indonesian Students.*” Specifically, it examines students’ perceptions of AI use in five key areas: the use of ChatGPT in thesis writing, ethical considerations surrounding AI technology, risks of plagiarism, major limitations of ChatGPT, and lecturer–student interaction. This study is expected to contribute to a better understanding and the development of academic policies regarding the utilization of AI in higher education.

## LITERATURE REVIEW

Artificial Intelligence (AI) is a general term used to describe automated systems capable of performing processes associated with human intelligence, such as learning, reasoning, and self-correction[7]. One of AI’s primary goals is to design automated systems that can analyse their environment and perform tasks like human actions. In the digital era, AI plays an increasingly crucial role in helping students overcome learning challenges and achieve academic success. AI has significantly influenced the development of educational technology, enabling more effective learning tailored to individual needs[8]. Specifically, AI can assist students in academic writing, ranging from journal review, paragraph construction, and research topic selection to identifying relevant references. With appropriate and responsible application, AI can enhance both the quality and accessibility of education, enabling students to learn in more personalized and effective ways. Nevertheless, the challenges associated with AI use include ethical issues, risks of overdependence, and the importance of maintaining human interaction, which must be addressed through AI ethics education, clear regulations, and the integration of AI with human engagement as an inseparable component.

Findings from prior studies by Fatmawati (2024) indicate that the integration of AI technology can provide more personalized, adaptive, and focused learning experiences, thereby increasing student engagement and academic performance[9]. However, challenges related to data privacy and technical readiness must also be addressed to ensure the successful implementation of AI in higher education. Research by Abbas (2023) explores the role of AI in

students' academic writing, including potential benefits and challenges encountered during the research process[10]. The results highlight how higher education institutions can improve educational quality and learning effectiveness by better integrating AI into students' academic processes, strengthening supervision and regulation of AI use in academic writing and competitions, and positioning AI as a supportive tool without undermining the ethical values of academia, particularly in scholarly writing.

For educators, the use of AI can provide solutions to address challenges in the digital era. By employing AI, teachers can manage data more efficiently, offer personalized learning, and provide effective feedback to students. Nevertheless, it is important to acknowledge the limitations and challenges associated with AI use in education[11]. Moreover, other research demonstrates that AI is a vital technology that enhances learning, particularly through students' skills and collaborative learning in higher education environments[12]. One of the prominent AI products is the Generative Pre-trained Transformer (ChatGPT). Launched in November 2022, ChatGPT is an artificial intelligence tool that operates in a conversational format based on machine learning. It is used to generate content ideas, write essays, and even solve mathematical problems. The platform has established its position across various technology and internet industries. ChatGPT supports creativity and accelerates the completion of student assignments. However, supervision and review are still necessary to validate the accuracy and reliability of content and sources generated by students' use of the tool[13].

Research findings show that the use of ChatGPT in education has positive aspects, as it can help students complete their assignments. Nevertheless, its application must be carefully guided to avoid outcomes such as graduates lacking critical thinking and writing skills or becoming overly reliant on copy-paste practices. While ChatGPT technology can improve the quality of learning, educators must carefully consider how to integrate it into teaching practices and ensure its alignment with ethical values and established privacy standard[14]. Furthermore, AI technologies available through mobile devices present promising tools to support student learning and development[15]. These findings also highlight the complexities of integrating ChatGPT into higher education in Latin America, where factors such as individual beliefs, cultural norms, and ethical concerns play a role. The study proposes that qualitative research, longitudinal studies, and comparative research across diverse contexts are necessary to advance AI integration in education in ethical and beneficial ways[16].

## METHOD

Research on the utilization of AI in education conducted by Zahara (2023) demonstrated that the application of AI in the educational field provides convenience for educators in various aspects, particularly administrative tasks such as determining final grades based on weights and assessments, creating more active learning environments, and facilitating teaching and learning activities[17]. Similarly, yulianti (2023) revealed that one of the primary advantages of implementing AI in education in Indonesia is its ability to provide personalized learning experiences[18]. This study employs a descriptive quantitative approach. Data collection was carried out through a survey using a questionnaire, which was created via Google Forms and distributed through the WhatsApp application. The questionnaire consisted of a series of questions directed at students in Indonesia. A total of 112 university students from various institutions across the country participated as respondents. The respondents also varied in terms

of their study duration and academic disciplines. The questionnaire items referred to five dimensions, namely the tendency of using ChatGPT in the process of academic writing, students' views on ethical considerations regarding the use of ChatGPT in their academic writing, students' perceptions of the plagiarism risks potentially arising from the use of ChatGPT in academic writing, students' understanding of the main limitations of ChatGPT, students' perspectives on how interactions with academic supervisors differ when ChatGPT is used in the writing process.

Research on the use of AI in final academic projects by Abbas (2023) found that 51.4% of students agreed that AI helps them complete their theses or final papers[10]. Furthermore, 45.7%, or 16 respondents, indicated that they used AI for specific parts of their thesis writing. The use of ChatGPT in education has been widely practiced. Ramadhan (2023) emphasized that while ChatGPT has positive contributions by assisting students in completing their assignments, its application must be carefully directed and accompanied by proper guidance to ensure that students continue to engage in critical writing and thinking[14].

## **RESULTS**

### **Use of ChatGPT in Academic Writing**

In the dimension of ChatGPT use for academic writing, most respondents (62%) reported that they do not use ChatGPT in writing their academic work, while 38% of respondents indicated that they do. This finding suggests a variation in the acceptance and application of AI technology in the academic sphere, with most respondents still choosing to complete their academic writing without the assistance of AI tools.

### **Ethical Considerations in the Use of ChatGPT**

A large proportion of respondents (84%) provided a score of 4 or higher, indicating agreement or strong agreement that ethical considerations should be considered when using ChatGPT for academic writing. This reflects awareness and concern about issues such as data security, fairness, and sustainability in the use of AI in academic contexts. In utilizing ChatGPT within education, it is essential to develop policies grounded in normative ethics and moral standards to prevent violations of academic rules, particularly plagiarism[19]. Although a small percentage of respondents remained neutral or disagreed, their proportion was relatively minor.

### **Risk of Plagiarism**

Most respondents (74%) gave a score of 4 or higher, signifying agreement or strong agreement that the use of ChatGPT may increase the risk of plagiarism or the use of information without proper citation in academic writing. This indicates substantial concern about the ethical and academic integrity issues that may arise with AI-assisted writing. Meanwhile, 19% of respondents were neutral, and only 7% disagreed or strongly disagreed, suggesting that a small minority did not perceive the same risks or believed that such risks could be mitigated through appropriate measures.

### **Main Limitations of ChatGPT**

Nearly half of the respondents (49%) provided a neutral response (score 3) regarding ChatGPT's ability to understand and present information within specific academic domains. This neutrality indicates uncertainty about the model's competence in highly specialized contexts. Meanwhile, 31% agreed or strongly agreed (scores 4 and 5), reflecting some confidence in

ChatGPT's potential to provide domain-relevant information. Conversely, 20% disagreed or strongly disagreed (scores 2 and 1), expressing scepticism or distrust in ChatGPT's capability within specialized fields. These findings suggest that while some students recognize the potential of ChatGPT for domain-specific academic work, the majority remain uncertain, and a minority are doubtful, likely due to concerns about accuracy and AI's ability to manage tasks requiring deep knowledge and specialization.

### **Interaction Between Authors and Supervisors**

Almost half of the respondents (48%) provided a neutral response (score 3) regarding the impact of ChatGPT use on interactions between students and their academic supervisors. This indicates a considerable level of uncertainty about whether ChatGPT affects this dynamic. Meanwhile, 42% agreed or strongly agreed (scores 4 and 5), reflecting a perception that ChatGPT may influence such interactions. Only 10% disagreed or strongly disagreed (scores 2 and 1), suggesting that a small proportion of respondents were confident that ChatGPT use would not affect student-supervisor interactions.

## **DISCUSSION**

### **The Use of ChatGPT in Academic Writing**

A study on the use of ChatGPT in academic writing conducted by Tarmizi & Yahfizham (2024) revealed that students demonstrated interest in employing artificial intelligence technology, particularly ChatGPT, as an assistive tool to enhance the efficiency and quality of academic writing[20]. Similarly, 44% of respondents in the study by V. V. Putri & Khasanah (2022) acknowledged that AI platforms assist in generating ideas[21]. ChatGPT technology has been proven effective in supporting learning processes and improving learning activities, both individually and collectively[22]. However, Shidiq (2023) noted that the use of chatbot systems may potentially reduce students' acquisition of essential skills such as critical thinking, creativity, collaboration, and creative writing[23]. Conversely, other studies Haidir (2024) and Setiawan (2023) argue that ChatGPT can actually foster critical thinking skills through the formulation of effective prompts[24][25]. Constructing well-developed prompts requires critical thinking to ensure ChatGPT's responses align with expectations. In the context of academic writing, Abdilah (2023) stated that ChatGPT can support idea development and data analysis, yet transparency in its use is crucial to maintain scientific integrity[26]. ChatGPT should be considered only as a tool, to be used wisely and responsibly, with attention to its ethical limitations and challenges.

Hidayah (2023) further reported significant differences in student learning outcomes before and after the adoption of ChatGPT in writing thesis background sections[13]. Taken together, these studies indicate that students tend to rely on AI in their academic writing processes. ChatGPT emerges as a potential tool to improve writing efficiency, idea generation, and quality. However, its use must be accompanied by efforts to ensure accuracy, prevent plagiarism, and guarantee students' comprehension of the subject matter. Critical thinking competence, particularly through prompt formulation, stands out as one of the main benefits of using ChatGPT. Nevertheless, concerns remain regarding the accuracy of information, risks of plagiarism, limited knowledge coverage, misuse, and the erosion of critical thinking habits. Despite these advantages, ChatGPT has notable drawbacks. Abdilah (2023) highlighted its limited access to external data, the possibility of generating harmful or biased responses, blending fact with fiction, and



inconsistency in providing recommendations[26].

### **Ethical Considerations in the Use of AI Technology**

The ethics of artificial intelligence (AI) is an essential dimension to ensure that AI systems are developed and utilized in ways consistent with human values and the protection of individual rights. UNESCO's *Recommendation on the Ethics of Artificial Intelligence* underscores ten core principles, including respect for human rights and dignity, privacy protection, and transparency in AI systems. These principles are intended to guide AI development and application for societal benefit while minimizing potential harms[27]. Ethical implications of AI technology are complex and multifaceted, encompassing issues such as transparency, bias, accountability, and security[28]. Addressing these challenges requires the establishment of ethical standards, norms, and legal frameworks to guide the design and use of AI systems. This includes mechanisms of accountability and remediation when harm occurs, as well as fostering ethical practices in AI[29]. Nasim (2024) emphasized that machines must be ethical, and their "building and design" should integrate ethical principles within software codes, just as security measures are embedded. Ethical issues may also arise in various forms, including misuse of technology, racism, unsafe practices, and biased algorithms[30].

The use of OpenAI's ChatGPT must be accompanied by an understanding of ethical and responsible practices. Academic integrity must be upheld, ensuring students do not become overly dependent on ChatGPT to the detriment of their critical and creative reasoning. Maulana et al. (2023) concluded that students should prioritize critical thinking, creativity, and collaboration in advancing knowledge, while adhering to academic ethics in producing assignments, papers, and scholarly works[31]. However, many students express uncertainty regarding the existence of regulations governing generative AI in academic settings. Consequently, the adoption of generative AI in education should be conducted prudently, guided by clear legal frameworks[32].

### **Risks of Plagiarism**

The use of AI technologies in academic and professional contexts introduces several plagiarism-related risks, including, Excessive Dependence on AI: Both educators and students may over-rely on AI-powered plagiarism detection tools, leading to diminished critical thinking and originality. This dependency undermines authentic assessment and the development of essential skills such as research competence and effective writing[33]. AI-Generated Content: While AI can produce content that appears original, such content may lack coherence and clarity, resulting in low-quality academic work. The automated nature of such tools may also produce inaccuracies or misinterpretations in generated content[33]. Academic Dishonesty: AI-based paraphrasing or plagiarism-masking tools may promote dishonesty by enabling students to bypass detection systems and claim generated work as their own, eroding the principles of academic integrity and the value of original scholarship[34].

According to the Ministry of Education and Culture Regulation No. 17 of 2010 on the Prevention and Eradication of Plagiarism in Higher Education, plagiarism is defined as the deliberate or unintentional appropriation of another person's scholarly work, either partially or fully, without proper acknowledgment. In a webinar themed *Scientific Writing in the Era of Artificial Intelligence (AI)* hosted by UGM Jakarta Campus, Dr. Dina W. Kariodimedjo, Faculty of Law, UGM, asserted that universities should prohibit the use of AI chatbots in academic

writing. She also stressed that both lecturers and students should refrain from using AI-generated data in their scholarly works. However, she acknowledged that AI applications may still be useful for preliminary research exploration[35].

### **Major Limitations of ChatGPT**

Experiments by Setiawan & Luthfiyani (2023) revealed one of ChatGPT's main weaknesses: its inability to provide references as requested through prompts[25]. Since citations are essential in academic writing, the task of sourcing supporting references remains the user's responsibility. Additionally, ChatGPT responses may be inaccurate or inadequate due to its limited understanding of context and inability to fully account for specific learning conditions.

Other limitations include its restriction to text-based interactions, which prevents the formation of human-like emotional connections, as well as its inability to consistently differentiate between fact and opinion. Therefore, users must always verify ChatGPT's outputs. Although it can provide guidance and feedback, ChatGPT cannot replace human interaction[36].

### **Lecturer–Student Interaction**

Lecturer–student interaction represents a reciprocal communication process that significantly impacts learning and teaching quality[37]. Academic supervisors play a critical role in guiding students to understand research ethics, safeguarding their mental well-being throughout the research process, and ensuring the successful completion of their theses for the benefit of society[38]. In relation to AI usage in academic writing, lecturers must monitor and regulate its application by students, including determining permissible types of AI, the scope of its use, and the extent of support allowed[3]. Although AI can provide valuable assistance and feedback during research, the supervisor's role in offering guidance, inspiration, and experiential knowledge remains irreplaceable[39]. Recent studies affirm that AI cannot replace conventional education systems, as social interactions between lecturers and students remain indispensable[40]. Febrian (2024) further noted that ChatGPT can serve as a valuable partner for students in developing ideas, constructing arguments, and presenting information aligned with academic writing standards[41]. Nonetheless, ChatGPT should not substitute for researchers' expertise. Therefore, it can be concluded that while AI, particularly ChatGPT, can support students in academic writing, it cannot replace the supervisory role of lecturers. Social interaction between lecturers and students must be maintained to realize the goals of higher education, namely to nurture students into individuals who are faithful and pious to God Almighty, possess noble character, are healthy, knowledgeable, skilled, independent, competent, creative, and cultured for the benefit of the nation[42].

### **CONCLUSION**

His study concludes that the use of AI in student academic writing in Indonesia has sparked various debates, particularly regarding ChatGPT's role in academic writing, ethical considerations, plagiarism risks, ChatGPT's limitations, and lecturer–student interaction. Although AI tools like ChatGPT can assist students in structuring academic work, refining grammar, and suggesting appropriate vocabulary, serious concerns persist over originality and academic integrity. Supervisors must provide clear guidelines on permissible AI use and strategies to ensure authenticity, while also promoting ethical and responsible AI adoption. This

research underscores the importance of institutional regulations and policies to govern the use of AI in academic writing, ensuring that the challenges presented by ChatGPT are properly managed. Ultimately, this study aspires to contribute to policy development in the academic sector regarding the integration of AI in scholarly practices.

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